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*Some OBSERVATIONS and STATISTICS on the UNIVERSITIES of
RUSSIA in the Year 1856. By A. KOOLOMZINE.**

[Read before the Statistical Society, 21st June, 1859.]

IN compliance with the desire of several members of this most hon. Society, I will attempt to say a few words on the system of education in the Russian Universities, and am glad to begin by expressing my sincere thanks for having been offered this opportunity of spreading some knowledge on these institutions, which every one of us considers as the most liberal sources of light and science, and which, no doubt, will have a great influence on the future destinies of our rising civilisation, but which as yet have inspired very little interest abroad. Comparison is certainly the best guide to knowledge in any study; as we are never able to appreciate the spirit of an institution, its deficiencies and advantages, so well, as by comparing it with similar institutions of other nations and countries. Here it would be a rather difficult task.

To enable you to have a just idea of the system of our education you must mentally leave your native soil and betake yourself to a country where you will find no monuments of any ancient civilisation, no institutions rooted in and developed by ages in slow progress of organic formation, like the English Universities. It would be a vain attempt for you to search in Russia for a town like Oxford, a vain endeavour to follow up to the rise of our Universities, from a small embryo of a legendary antiquity to an institution of modern civilisation through their different changes in every new century, as you could do in England; nor could you trace any architectural history in the edifices of our Universities, as in your Oxford Colleges. Our Universities have risen almost spontaneously but a few scores of years ago. In the year 1855 was commemorated the first centenary jubileum of our oldest University (that of Moscow). The others have been erected in view of a not yet extinct generation, and only very recently we have sustained the loss of a remarkable literary talent, who left us in his memoirs a poetical description of the foundation of that of Kazan.

Another characteristic peculiarity of our Universities is, that contrary to the English institutions of this kind, which are independent corporations having little or no connection with the places of pre-

* The writer of this paper is a young Russian of rank, a graduate of the University of Moscow. The paper is printed, without correction, from the original MS. The command of the English language which it displays will not escape attention.—ED. S. J.

liminary education, our Universities being founded by the government as well as all the other establishments of education, are a part of the whole of this governmental system of education.

Though the outbreak of an abrupt and sudden revolution in the life and institutions of a nation, as that which took place in Russia in the reign of Peter the Great, has its advantages, and often brings fruitful results, however, it has also its evil consequences. One of these is, that these revolutions throwing off the links of the past, carry off many of its good institutions together with the bad ones ; and instead of institutions rooted in the life and habits of the people, new ones are introduced, that have not the sympathies of the nation and are strange to it. Such was the case with our educational system. Down to Peter the Great, it had been linked to the people, and was carried on by the study of the Slavonian language and the Bible generally in elementary schools which were accessible to the people. Peter the Great and his successors abandoned this system, the mass of the people was left to itself, and the schools perished in neglect one after the other. The reform of Peter the Great affected only the higher classes. Schools and cadet corps were established for them, not for general education, but with the view of forming specialists who were wanted by the government, as military and naval officers, engineers, and others. In the same time, and before any schools had been thought of, an Academy was founded to which were attached, for a long time almost exclusively, German professors, who often had not even the knowledge of the Russian language. It is to Elizabeth the I. that we owe the foundation of the University of Moscow in 1755, and to Catherine II. that of the secondary schools, called gymnasiums, which lastly were augmented in number and brought to an extensive scale by Alexander I. A few elementary schools have also been founded by him, and by Nicholas I., but they are still scarce, and down to the present there are hardly any means, for the mass of the people, of having any instruction at all, except by private teaching.

Thus we see that education in Russia had an irregular course, and was more adapted to the usage of the higher classes, leaving the people in a helpless state of ignorance. It being a worldly education and not fit to be understood by the people, they continue, though in small numbers, to learn their reading in Slavonian Bibles, by the aid of priests and diacres.

The government having established these schools, gymnasiums and Universities in different times, at last united them in a whole system, so as to link them together, giving a place to each degree, and submitting them to the control of one central ministry of public instruction, under the head of a minister with his assistant. This ministry does not only give the impulse to the whole system of instruction,

but it has even the control over the general spirit in the establishments, it organises the programmes for the lectures of the professors, and the teaching of the masters, and even publishes the books which are made use of in them. It receives the reports of all the educational institutions. It appoints to their different duties, the masters, professors, directors and chiefs of the establishments. Thus every master, or professor, or person appointed to any charge in them, is regarded as on service to the government.

For local administration the whole of Russia is divided into several circuits; at the head of each of them is placed a Curator, with a deputy, and an Inspector of Schools. Each of these circuits comprises several governments (provinces), with all the elementary schools and gymnasiums in them, a Lyceum or a University. This last gives its name to the whole circuit, though it has no connection with the administration of the circuit, but has its own independent administration under the control of the Curator and his deputy only.

Thus the educational system consists of parochial schools in small towns and in most of the crown villages; of elementary district schools in most of the districts and provincial towns; of gymnasiums, or middle schools, in all the provincial towns, and of Universities. They are organised so as to give a complete education to a certain extent. The first two degrees give a complete elementary education; the gymnasiums a very good general education; and the Universities a higher general, and at the same time a scientific education, in a certain branch of science. They form thus a ladder by which a person may begin in a parochial school and ascend to the University passing from one school to another; but each of them admits persons not having passed through the lower stages after an examination comprising the amount of knowledge taught in the lower stage of schools. Thus the Universities may be defined as the highest educational institutions and have the right of conferring scientific degrees.

The interior organisation of the Universities consists of a certain number of professors, one of whom is elected by themselves as Rector, and an unlimited number of students. They are generally divided into four faculties:—1, a Judicial faculty; 2, a Historico-Philological faculty; 3, a Mathematical faculty; and 4, a Medical faculty. At St. Petersburg they have a faculty of Eastern Languages. Each of these faculties embraces a circle of sciences, having for each science a special professor, who is obliged to deliver a series of lectures, about three or six a week, from August till May. The students of each faculty attend four yearly courses, passing from one course to the other only after an examination, and are obliged to remain not less than a year in each. The Medical faculty has five courses. The University has the right of conferring degrees upon them according to their examinations. The first is that of “real student;” the 2nd

that of "Candidatus" (Bachelor). These degrees give certain privileges in the service of the crown. Any person wishing to continue his studies and to take further degrees must pass an examination at the same faculty to which he belonged, but not before a year after he has taken the degree of Candidatus. He must produce a printed work of his own on any branch of the science in which he takes his degree and defend it in a public discussion with the professors, and any one who chooses to take part in it. After which being pronounced worthy he becomes "Master" of the science he has chosen. He may then, but not before the lapse of two years, pass a most severe examination in several sciences of the faculty in which he has taken his former degrees, produce another work of considerable scientific importance in his branch of science, and sustain a public discussion. Then he takes the degree of "Doctor" of the same science. This takes place rather seldom because of the difficulty.

The administration of the Universities is a very independent one. It consists of a Rector and a Council of all the Professors, who have the management of the affairs concerning the whole University. Their decisions are only under the control of the Curator of the circuit, and are sanctioned either by him or by the Minister of Public Instruction. The professors of each faculty, headed by a "Deacon" elected among themselves, form separate councils whose decisions upon the affairs of their faculty are brought to the sanction of the general council of all the professors. Thus the election of a new professor is made by the faculty to which the vacant chair belongs, after which it must be confirmed by the general council, and lastly sanctioned by the Minister. The examinations are made, and the degrees conferred by the faculties under the same control.

The University, as before mentioned, being intended to give the highest general education to young men, gives them at the same time a special scientific knowledge in one or the other branch of science according to their choice. Therefore it admits only those who either have finished their course of education in a gymnasium, or who have sustained a satisfactory examination and proved a fundamental knowledge in religion, Russian language, and grammar; general history of literature, that of Russia; general and Russian history; general and Russian geography; arithmetic, algebra, geometry, Latin, and a knowledge of two foreign languages.

The object of the series of lectures of the two first years is to complete the general education of the student who having a fundamental knowledge is able to understand the lectures in which some of the said sciences are taught to him from a higher philosophical point of view. These lectures are generally on theology, ancient and modern history and history of literature. But in the same time some introductory lectures are delivered, giving a general survey of the sciences

of his faculty and a knowledge of some secondary sciences. Thus for instance in the juridical faculty the first two years are devoted to lectures on encyclopædia of jurisprudence, on history of Roman laws, on history of Russian legislature and Russian political and social institutions, and lastly on statistics, political economy, logic and psychology. During the two last years the lectures are delivered on the special sciences of the faculty. Thus in the juridical faculty long series of lectures are given on Roman law; on criminal law and procedure in general and the Russian in particular; on civil law and procedure; on canonical law; on the political institutions of different countries of Europe, and on the political and administrative laws of Russia; on the financial institutions of Russia in parallel with those of other countries, on the different institutions concerning the national welfare, known with us under the name of police, and on international law. The sciences being taught in their general outlines, their literatures and their different systems and theories, the student on quitting the University has acquired such an amount of knowledge that he is enabled to continue independently the special study of any science of his faculty. But if he should have no such intention he retains the benefit of a scientific and complete education.

The most characteristic feature of any University is the organization of the student's life, which spreads its influence over the whole body of the establishment. The universities in Russia are of a decidedly democratic kind, open to all classes, *de jure* and *de facto*, without distinction of any kind, the rich and the poor may occupy its benches, the students being subjected to no superfluous expenses. The obligatory annual payment being not above 8*l.* is very easily avoided by those who cannot afford it. The students live in their own lodgings, and therefore live according to their means. A great number of them receive subsidies from different sums bequeathed by benevolent persons for that purpose to the University, and from the amount of the annual payment of all the students. The students as a corporation have their own funds from which any student may borrow money either for a certain time or with the moral obligation of returning it when possible.

By the following statement may be seen how different are the classes to which they belong. Out of the general numbers of students amounting to above 4 thousand there are—

- 2,634 sons of nobles and employés.
- 181 sons of clergy, a class generally very poor.
- 316 sons of merchants.
- 797 sons of poor burghers and free men.

The general inspection and jurisdiction over the conduct of the

student in all public places and the University where they assemble for the lectures, is entrusted to an inspector and his aids, and a jurisdiction over graver offences belongs to the Curator of the circuit. The laws protect the student against any authority except that of the University. They cannot be arrested by the police without the presence and sanction of the Inspector.

The freedom of speech of the professors in their lectures, and the perfect freedom of the students, causes the general spirit of the student to be very high, free, and liberal. A general love of science and occupation is always kept up in them by the endeavours of our learned and able professors. They leave the University with a cultivated mind, powerful by its habit of analysis, firm, liberal and patriotic principles ready to be carried out for the benefit of their country in all the different spheres in which they move by their respective positions in society.

A. K.

Statistical Table on Educational Establishments in Russia in 1856.

	1	2	3	4	5	6	7	8	9	10
The names of the Circuits and Number of Provinces included in each of them.	Universities.			Lyceums.*			Veterinary Schools.			
	Their Number.	Number of Professors and other Functionaries.	Number of Students.	Their Number.	Number of Professors and other Functionaries.	Number of Students.	Their Number.	Number of Professors and other Functionaries.	Number of Students.	
Circuit of St. Ptsbrg., 8 Prov.	1	15	463	...	...	...	...	...	...	...
„ Moscow, 9 Prov.....	1	117	1,456	1	16	57	...	...	...	...
„ Kiev, 5 Prov.	1	92	881	1	20	55	...	...	...	...
„ Kharkow, 6 Prov. ...	1	72	453	...	...	...	1	15	81	...
„ Kazan, 10 Prov.....	1	76	322	...	...	...	...	...	...	...
„ Odessa, 4 Prov. and } 2 Cities ..... }	...	...	...	1	33	96	...	...	...	...
„ Vilno, 4 Prov.....	...	...	...	...	...	...	...	...	...	...
„ Siberia .....	...	...	...	...	...	...	...	...	...	...
„ Dorpat, 3 Prov.† ...	1	76	573	...	...	...	1	16	21	...
Totals	6	508	4,148	3	69	208	2	31	102	...

	11	12	13	14	15	16	17	18	19
The Names of the Circuits and Number of Provinces included in each of them.	Gymnasiums.		District Schools.		Parochial Schools.		Private Educational Establishments, their Number.	Number of Teachers and Functionaries in Governmental Middle and Primary Schools.	Number of Persons Devoted to Private Teaching.
	Their Number.	Number of Scholars in them.	Their Number.	Number of Scholars in them.	Their Number.	Number of Scholars in them.			
Circuit of St. Ptsbrg., 8 Prov.	15	3,180	64	4,518	139	6,863	232	864	885
„ Moscow, 9 Prov.....	12	3,473	84	5,025	246	13,540	83	1,241	464
„ Kiev, 5 Prov.	17	3,730	41	3,558	117	4,420	27	825	82
„ Kharkow, 6 Prov. ...	7	1,524	68	3,206	118	6,166	37	829	101
„ Kazan, 10 Prov.....	13	2,272	79	3,680	164	9,054	23	1,016	138
„ Odessa, 4 Prov. and } 2 Cities }	7	1,465	32	2,448	70	2,832	42	496	786
„ Vilno, 4 Prov.....	8	2,243	24	2,350	95	1,321	23	602	72
„ Siberia	3	449	21	1,445	51	2,117	3	244	...
„ Dorpat, 3 Prov.† ...	4	762	25	1,368	85	3,617	145	302	156
Totals	86	19,098	438	27,600	1,085	49,930	615	6,219	2,685

* Lyceums are institutions which occupy a position between Universities and Gymnasiums, and are generally not very brilliant establishments.

This Table does not contain some establishments which are not under the care of the Minister of Public Instruction, as the Institutes for Ladies and the High Judicial School, and some others, and the reports of which were not in the hands of the author; and it does not contain the Kingdom of Poland and Finland.

† The University of Dorpat has a somewhat exclusive and separate position, and is rather a German University, but is incorporated into the Russian law.

Number of Scientific Societies in Russia in 1858	17
„ printed volumes during the year 1856	1,405
„ translations from foreign languages	131
„ periodicals in 1856	104
„ books imported from foreign countries	1,982,240

Sum assigned by the Treasury for the Ministry of National Instruction in 1856, 2,917,462 roubles, 448,840 sterling[.]

[circa,